

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Pilsley Church of England (VA) Primary School	Pilsley Bakewell Derbyshire DE45 1UF
Current SIAMS inspection grade	Outstanding
Diocese	Derby
Previous SIAMS inspection grade:	Outstanding
Local authority	Derbyshire
Date/s of inspection	12 October 2017
Date of last inspection	9 October 2012
School's unique reference number	112891
Headteacher	Emma Bond
Inspector's name and number	Elizabeth Stanley-Wainwright 880

School context

Pilsley is a smaller than average-sized primary school. Pupils attend from the Chatsworth estate and local villages. There are 80 children on roll divided into 4 mixed age classes. All pupils are white British and the proportion of disabled pupils and those with special educational needs is currently below the national average. The number of pupils eligible for free school meals is well below the national average. The headteacher has been in post for two and a half years but was on maternity leave between March 2015 and April 2016. The school has been through a period of turbulence but the staffing has now stabilised. The school has very strong links with St Peter's Church Edensor and St Anne's Church in Beeley but both are a considerable distance from the school. The leadership of Religious education (RE) and Collective worship have been in place since September 2017 and both coordinators work part time.

The distinctiveness and effectiveness of Pilsley as a Church of England school are outstanding

- A highly dynamic and inspirational headteacher who is passionate about Christian values and leads everything through these values.
- A welcoming, inclusive church school, which has strong relationships based on explicit Christian values.
- The strong school website celebrates the Christian character through regular information and praise of the work done in school.

Areas to improve

- Create an outdoor space for worship to provide a focus for all pupils.
- Monitoring of collective worship needs further development to ensure all stakeholders have sufficient information about the impact.
- Include the strapline PRAISE on all school documentation.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

Pilsley is a small, inclusive church school, which has strong relationships based on Christian values. The shared vision by all stakeholders is evidently rooted and lived out throughout the school. The school makes excellent use of its website, to promote and celebrate the distinctive Christian characteristics and has been proactive in including a range of evidence for parents and the wider community to view. The school also makes good use of

displays to ensure that visitors to the school know about the Christian values and the important part they play within school. Displays are also used as aids to pupils' learning who are able to talk about how, and what the displays mean to them. Behaviour in school is outstanding and pupils have a natural care and respect for each other. The school recognises pupils as all God's children and is determined that all pupils are included regardless of their additional needs. This was evident within the worship, where children are actively encouraged to discuss and question as a whole school. There is a strong sense of family where everyone plays a vital role in ensuring the safety and happiness of the whole school community. The school celebrates and recognises the different makeup of families within the community and ensure an inclusive approach, actively sharing that all are loved by everyone in the school and by God. Parents value the school highly and know that nothing is too much trouble for any staff member for a child or parent. The family ethos is lived out by the parents who support each other and ensure that the community is included in the school life. One parent said, 'older pupils look after the younger children and this continues into secondary school'. The relationship that the school has with local secondary school is good and during the inspection, a past pupil came to talk about how life at Pilsley has affected her life in secondary. Pupils have a solid understanding of Christianity as a world faith and this is embedded by the skilful use of 'Sparkle' the swallow who visits churches around the world. The pupils and parents are excited by this adventure and happily research the different places that Sparkle visits in order to find out about Christianity across the world. This project has supported the pupils' understanding that Christianity is a world religion and parents say 'school gives children an open mind and respect and this was evident in the Open Centre trip'. This project has opened up a mature dialogue for the pupils who ask big questions and know that staff will support their understanding. Pupils are passionate about raising money for charities and will research and organise a range of activities independently to fund raise. In discussion with pupils, the school has supported a range of charities, one pupil said 'we have the easy bit watching it on television; they have the hard bit living it'. The pupils have a clear understanding of generosity and serving others and are very mindful that it is better to give than receive. RE makes a significant contribution to pupils' lives where they feel they are able to ask big questions and have time to reflect effectively supporting spiritual, moral, cultural and social issues. The school recognises pupils as unique individuals and through regular awards and praise, the pupils feel valued. The developing use of the beautiful outdoor environment gives lots of opportunity to explore and reflect on the beauty and wonder of the natural world, contributing to their spiritual development and understanding.

The impact of collective worship on the school community is outstanding

Collective worship is central to the school day and is used as a tool to start each day, so that the whole school can come together as one and think about what they would like to achieve in the day. Pupils and staff join in the worship through the welcome, Bible reading and singing. Worship is interactive, inspirational and engaging. All pupils have a voice within the worship and pupils listen to each other responding appropriately. Pupils are confident to share their ideas and their peers actively encourage and support each other. Through the evaluation of collective worship, the school has reviewed its aims, values and mission statement, which resulted in the PRAISE, which represents Perseverance, Respect, Achievement, Independence, Service and Enthusiasm being put in place. Each member of the school community talks positively about collective worship and the impact upon pupils' lives. The programme for collective worship is based on Bible stories, which are made relevant link to the children. A variety of adults lead worship in school to ensure that it is meaningful, engaging and special. Pupils clearly value prayer and confidently sign the Lord's prayer within worship as a whole school; this shows a significant understanding of each part of the prayer and has a high impact upon all learners. All classrooms have a space where pupils can go and pray or have time to reflect. Pupils value this space and can access it whenever they feel the need. Staff work hard to ensure that all pupils are encouraged to respond to questions raised in collective worship and will actively follow up any concerns. The pupils, parents and staff praise the work and commitment of Canon David to ensure that collective worship is inclusive, fun and valuable for the whole school community. The environment for collective worship is calm and there is a focus area in the hall with a cross, Bible, and candles. All this emphasises collective worship's important place in the school day and values personal reflection time for all pupils and staff.

The effectiveness of the religious education is outstanding

The current leader of RE has a clear and shared vision of RE across school this has provided the pupils with lots of opportunities to reflect and challenge ideas. The subject has high priority in school and the Understanding Christianity resource is embedded across school. Pupils have a clear understanding of why RE is important and how it can influence their lives. One pupil was able to talk about the Understanding Christianity frieze in detail, giving their opinion and unpicking the stories in a very mature manner. The curriculum is rich and varied and enables all pupils, regardless of their age, to question, challenge and explore religions across the world. An example of this is a reception pupil, whilst creating lollipop crosses, asking why Jesus died on the cross. Pupils are excited by RE and use their learning as a way to reflect upon their own lives and the lives of others. This was demonstrated by pupils who were able to talk in great depth about the books of the Bible and relate other books that they read to the Bible which gave the pupils a clear understanding about the different genres within the Bible. Pupils see RE as important as other subjects and pupils show a real depth of learning in lessons. Assessment continues to develop and outcomes are in line with other core subjects. The school has invested in a range of materials to help support pupils' learning and has been proactive in sharing resources within their cluster of schools. The impact that these resources have had on pupils' understanding of a range of religions has been significant and has enabled them to ask important questions, think deeply and craft their opinions.

The effectiveness of the leadership and management of the school as a church school is outstanding

The headteacher has skilfully and consistently ensured the Christian values are explicitly rooted at the heart of the school, by her strong leadership and willingness to learn and share new ideas. Her openness encourages enthusiasm, drive and involvement for all staff to maintain a strong focus on outcomes for all learners including their social, moral, spiritual and cultural understanding. The whole school community has a very clear understanding of the vision and this is lived out in the daily life of school, in relationships, behaviour, lessons and lunchtime. The leaders of school have a good understanding of the school performance and have robust steps in place to continue ongoing improvements for all learners. The leadership and management of RE, although in the early stages, is driven by a staff member who is clearly very passionate and has a real love for the subject. This is evident by her dissemination of information to staff and pupils and her dynamic teaching of RE. The relationships that governors have with staff in school is strong and they are supportive and have accurate information about the school and how to move it forward. Governors are regular visitors into school both formally and informally and have relationships with staff and children that are based on mutual respect and trust. Governance have been proactive in ensuring all pupils and staff are valued and have opportunities for their own spiritual development. This has given staff and pupils a voice. Canon David is passionate about his role within school and provides the school with support for all pupils and staff spiritual development. He is a regular visitor to school and the children express their love for him coming into school to worship through music. He is appreciated both in terms of his critical friendship but also for his ability to provide guidance and spiritual direction for the school and its community. Canon David has invested a great deal of time to work with the pupils on their understanding of Trinity and this is evident in all pupils as they can discuss and demonstrated their understanding in detail. The well-being of all pupils and staff are of high importance in school and this is demonstrated by the strong relationships within the school. All staff are mutually supportive, recognising that each child is unique and special with God given talents that should be celebrated. The visions and values are set out on the school website and within the school, however, the excellent practice and importance placed on the Christian foundation is not yet evident in all documentation. Statutory requirements for RE and collective worship are met and developmental issues from the previous inspection have been fully addressed. Overall the leadership and management is highly effective in continuing to develop a distinctive and inclusive church school, with clear benefits for the whole school community.

SIAMS report October 2017 Pilsley Church of England Voluntary Aided Primary School Pilsley, Derbyshire DE45 IUF